Curriculum Guideline

English As a Second Language and English Skills Development

Intermediate and Senior Divisions 1988

Inglese

ANH-NGỮ NHƯ LÀ MỘT NGÔN-NGỮ THỨ HAI

英語

외국어로서의 영어

Angol mint második nyelv

Course Codes

A maximum of four credits designated as ESL
or ESD may count towards the five mandatory
English credits required under OSIS (*Ontario
Schools, Intermediate and Senior Divisions
(Grades 7–12/OACs): Program and Diploma
Requirements, 1984*). These credits should be
designated by the following codes:

ESL 1	ESD 1
ESL 2	ESD 2
ESL 3	ESD 3
ESL 4	ESD 4

If a fifth ESL or ESD credit is offered, at any grade or
level of difficulty, it should be coded ESF.

Ontario

Ministry
of
Education

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de
l'Éducation

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MEMORANDUM TO: Directors of Education
Principals of Elementary and
Secondary Schools
Teachers of English as a Second
Language/English Skills Development

FROM: Sheila Roy

DATE: October 15, 1988

SUBJECT: English as a Second Language and
English Skills Development
Curriculum Guideline, Intermediate and
Senior Divisions, 1988

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        The English as a Second Language and English
Skills Development, 1988 curriculum guideline for the
Intermediate and Senior Divisions accompanies this
memorandum. This guideline supersedes English as a
Second Language/Dialect, 1977 as of September 1989,
although schools may begin to implement the new
guideline immediately.

        The guideline provides direction in designing
appropriate curricula for the Intermediate and Senior
Divisions of elementary and secondary schools from
Grades 7 through 12, exclusive of Ontario academic
courses for which no provisions are made.

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Directors of Education
Principals of Elementary and
Secondary Schools
Teachers of English as a Second
  Language/English Skills Development
October 15, 1988
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Questions regarding this new guideline should be addressed to the appropriate regional office, listed below:

Central Ontario Region
2025 Sheppard Avenue East
Suite 3201
Willowdale, Ontario
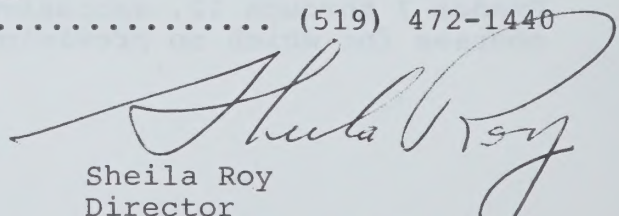M2J 1W4 .... (416) 491-0330

Eastern Ontario Region
1580 Merivale Road
4th Floor
Ottawa, Ontario
K2G 4B5 .... (613) 225-9210

Midnorthern Ontario Region
199 Larch Street
Sudbury, Ontario
P3E 5P9 .... (705) 675-4436

Northeastern Ontario Region
P.O. Box 3020
447 McKeown Avenue
North Bay, Ontario
P1B 8K7 .... (705) 474-7210

Northwestern Ontario Region
P.O. Box 5000
435 James Street South
Thunder Bay, Ontario
P7C 5G6 .... (807) 475-1581

Western Ontario Region
759 Hyde Park Road
London, Ontario
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Sheila Roy
Director
Centre for Secondary and
  Adult Education

Enclosure

English As a Second Language and English Skills Development

Intermediate and Senior Divisions
1988

Contents

Introduction

Young people who come to Ontario from other parts of the world bring with them an array of experiences and ideas that enrich both our schools and our society. Although their linguistic and cultural backgrounds vary tremendously, these young people face the common challenge of adjusting to a new culture and continuing their education in classrooms that may be very different from those that they left behind. To assist in the integration of these students, Ontario schools offer courses in English As a Second Language (ESL) and English Skills Development (ESD). These courses give students the opportunity to learn a new language or upgrade their language skills in an environment that respects and values the linguistic and cultural traditions that they bring with them. The support provided by Ontario schools enables these students to reach their full potential in a new cultural setting.

In the years that have passed since the publication of Ontario's first *English As a Second Language/ Dialect* guideline, the student population in Ontario schools has changed dramatically to include students of diverse linguistic, cultural, and educational backgrounds. In the foreseeable future, diversity will probably continue to be the norm in Ontario schools, as Canada continues to receive people from all parts of the world.

The goals of education in the Province of Ontario emphasize the role of educators in helping each student not only to acquire basic skills but also to develop and maintain feelings of self-worth. To achieve these latter goals, students must experience personal acceptance and academic success. Young people develop a sense of their worth primarily from the way they are treated by their families, their schools, and their communities. Next to the family, the school can most influence young people and encourage them to respect people from other cultural backgrounds. It would be unrealistic to suggest that schools can bring about a revolution in social perceptions, but it is certainly realistic, and appropriate, to expect schools to address this task. An individual's ethnic background, racial origin, and gender should not carry implications of superiority or inferiority. Educators should apply this principle not only in their teaching but also in their behaviour, by showing respect for the uniqueness of every individual.

Inglês

Αγγλικά

Englisch als Zweitsprache

Policy

This document is designed to guide school boards and teachers in the development of programs and courses of study in English As a Second Language and English Skills Development. It supersedes the curriculum guideline *English As a Second Language/ Dialect, 1977* and is the sole guideline to be used in developing courses designated by the common course codes ESL and ESD. The common course code ESD formerly referred to English As a Second Dialect. This course has been renamed English Skills Development to reflect its focus on academic preparation.

Courses in English As a Second Language or English Skills Development should be offered to enable students learning English and/or acquiring academic skills to succeed in regular programs. At the secondary level, a maximum of five credit courses in English As a Second Language or English Skills Development is available. The following conditions apply to credits obtained through these courses:

1. A maximum of four ESL or ESD courses may be counted towards the five mandatory English credits needed for the Ontario Secondary School Diploma (OSSD). If all five available ESL credits or ESD credits are taken, one of these credits must be counted as an elective credit for OSSD purposes.
2. One Senior Division ESL or ESD credit may replace one of the two Senior Division English credits required for the OSSD. For all students wanting to take the Ontario Academic Course titled Language and Literature (English OAC I), a Senior Division credit at the advanced level, based on the guideline *English, Intermediate and Senior Divisions (Grades 7–12), 1987* is a prerequisite.
3. A student will take only as many ESL or ESD credits as he or she needs to be able to participate successfully in the regular program.
4. ESL and ESD courses should be designated at one of the three levels of difficulty, as appropriate for the students and consistent with the other programs offered in the school.

The principles and practices stated in this guideline for the Intermediate and Senior Divisions are to be implemented in comparable ways in semestered and non-semestered schools, night and summer school courses, and courses developed by the Independent Learning Centre.

Identification of Students

Many new students require a period of time to become oriented to Ontario schools and to learn or improve their facility in English before they can benefit from regular classes. Students who may require ESL/ESD programs include:
– those who have recently come to Ontario from non-English-speaking countries or from Canadian communities where English is not prevalent;
– those who have recently come to Ontario from English-speaking countries but whose educational background makes participation in the regular school program difficult;
– those whose ancestors were the original people of Canada and who live in communities where a Native language is the first language of communication;
– those who are over eighteen years of age and have been out of school for a year and who, if they were younger, would qualify under one of the three preceding categories. These adults may be grouped into separate classes or schools or integrated into classes with secondary school students. In all cases, teachers of adults should respect the maturity of the adult learner and follow the principles of adult education.

Programming Considerations

Students from other linguistic, cultural, and educational environments who enter Ontario schools in the Intermediate and Senior Divisions will require special support if they are to succeed. The successful integration of these students into Ontario schools will require that all teachers work together to design and deliver courses of study. Responsibility for the language development of students in Ontario schools rests with all teachers in all subject areas.

Students who come from outside Ontario will represent a wide spectrum of ability and potential. They will have educational backgrounds that range from no formal schooling to highly sophisticated educational experiences. It is evident, then, that they will require varying lengths of time in language programs to achieve their potential in the regular program. Schools will have to be flexible in their programming to accommodate these individual differences.

Exceptional Students

Students from other cultures exhibit a wide range of skills, talents, learning styles, and academic abilities. They are just as likely to be deemed gifted or to display one of the other exceptionalities – behavioural, communicational, intellectual (including gifted), physical, and multiple – as their Canadian-born counterparts. They, too, will need to be identified as exceptional by an Identification, Placement, and Review Committee before any special education placements are made.

Canadian-born students have been part of an educational system in which behaviour and achievement levels are observed over many years before special education programming is considered.

Students who enter Ontario schools in the Intermediate and Senior Divisions may be faced with having to learn a language, having to adjust to a new educational system, and, in some cases, filling in gaps in their education while they also try to find their place in the adolescent culture of the school. Inappropriate behaviour and low achievement may signify only that they have not yet made these difficult adjustments but could succeed if provided with appropriate programs in a sensitive and responsive school environment.

If, after careful consideration of the student's educational, linguistic, and cultural background and the provision of appropriate programs, the decision is made to present the student to an Identification, Placement, and Review Committee, great care should be taken at all stages of the process. For example, ESL students being considered for special education programming should be assessed in collaboration with someone who speaks the student's first language.

Every effort should be made to obtain accurate and detailed information regarding the student's early development, especially language development and educational history. The student should be observed in a variety of contexts, both in and out of the classroom. Assessment of the student's current functioning in all areas should take account of his or her linguistic and cultural background. If standardized tests are given, they should be used as observational tools, and the results obtained should be interpreted in light of other information that is available.

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Models for Program Delivery

Depending on the language and academic require-ments of the students (determined through the assessment process described in part 2 of this document) and the number of students in a school, family of schools, or board, one or more of the following models of program delivery may be appropriate.

Grades 7 and 8

Intensive Support Model

This model is suitable for students who:
- have little or no English;
- have little or no formal education and require the literacy component of an English Skills Develop-ment program.

In a program developed on this model, students are initially in separate ESL or ESD classes for a significant portion of the day. The teacher of these classes is responsible for the students' program, which emphasizes English, mathematics, and orientation to the new culture. In addition, the terminology and basic concepts of geography, history, and science can be introduced, to prepare students for integra-tion into the regular program.

Simultaneously, these students can be integrated into the regular program for those subjects in which they can participate, such as physical education, family studies, music, art, and industrial arts.

Partial Support Model

This model is suitable for students who:
- have an intermediate level of facility in English;
- have basic reading and writing skills but are still not able to benefit from the regular program.

In a program operating on this model, students are in separate ESL or ESD classes for up to half a day. The teacher should schedule classes so that students are withdrawn from regular classes during the core subject instruction time. These students can join a regular Grade 7 or 8 class for some subjects, or, if numbers warrant it, they can take these subjects as a class. In either case, the subject teacher should adapt the presentation of the subject matter to suit the students' level of functioning (for suggestions, see part 5).

Tutorial Support Model

This model is suitable for students who:
- are at an advanced level in oral English but still require support in reading and writing;
- have been in English Skills Development programs and require monitoring as they become integrated into regular classes.

In a program based on this model, the ESL teacher works with the regular classroom teacher to design an appropriate program. The ESL teacher may work with the students in the regular classroom or may withdraw them for tutorial assistance.

Grades 9 to 12

In secondary schools, students are enrolled in credit courses in ESL and ESD, but in order to complete diploma requirements, all students must obtain credits in a variety of subject areas. The student's facility in English and educational background will determine which timetable model is appropriate.

Intensive Support Model

A majority of the timetable consists of ESL or ESD, credit courses, language courses developed from other guidelines, or special sections in other subject areas (see part 5). In addition, courses in areas such as physical education, art, music, business, and technical studies should be included in each student's program to provide balance and diversity.

Partial Support Model

Students continue taking credit courses in ESL or ESD, but attend regular classes with increasing frequency, in a variety of subjects and at the appropriate grade and level of difficulty.

Tutorial Support Model

Students are not taking credit courses in ESL or ESD and are given a full timetable at the appropriate grade and level of difficulty. ESL teachers or peer tutors provide tutorial assistance in English and other subject areas as required.

The Goals of Education

The Ministry of Education in Ontario strives to provide in the schools of the province equal educational opportunity for all. In its contribution to programs, personnel, facilities, and finances, the ministry has the overall purpose of helping individual learners to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development. The goals of education, therefore, consist of helping each student to:

1. *develop a responsiveness to the dynamic processes of learning*

   Processes of learning include observing, sensing, inquiring, creating, analysing, synthesizing, evaluating, and communicating. The dynamic aspect of these processes derives from their source in many instinctive human activities, their application to real-life experiences, and their systematic interrelation within the curriculum.

2. *develop resourcefulness, adaptability, and creativity in learning and living*

   These attributes apply to modes of study and inquiry, to the management of personal affairs such as career plans and leisure activities, and to the ability to deal effectively with challenge and change.

3. *acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols*

   Such knowledge and skills will assist the learner in applying rational and intuitive processes to the identification and solution of problems by:
   a) using language aptly as a means of communication and an instrument of thought;
   b) reading, listening, and viewing with comprehension and insight;
   c) understanding and using mathematical operations and concepts.

4. *develop physical fitness and good health*

   Factors that contribute to fitness and good health include regular physical activity, an understanding of human biology and nutrition, the avoidance of health hazards, and concern for personal well-being.

5. *gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression*

   Artistic expression involves the clarification and restructuring of personal perception and experience. It is found in the visual arts, music, drama, and literature, as well as in other areas of the curriculum where both the expressive and receptive capabilities of the learner are being developed.

6. *develop a feeling of self-worth*

   Self-worth is affected by internal and external influences. Internally it is fostered by realistic self-appraisal, confidence and conviction in the pursuit of excellence, self-discipline, and the satisfaction of achievement. Externally it is reinforced by encouragement, respect, and supportive evaluation.

7. *develop an understanding of the role of the individual within the family and the role of the family within society*

   Within the family the individual shares responsibility, develops supportive relationships, and acquires values. Within society the family contributes to the stability and quality of a democratic way of life.

8. *acquire skills that contribute to self-reliance in solving practical problems in everyday life*

   These skills relate to the skilful management of personal resources, effective participation in legal and civic transactions, the art of parenthood, responsible consumerism, the appropriate use of community agencies and services, the application of accident-prevention techniques, and a practical understanding of the basic technology of home maintenance.

9. *develop a sense of personal responsibility in society at the local, national, and international levels*

   Awareness of personal responsibility in society grows out of knowledge and understanding of one's community, one's country, and the rest of the world. It is based on an understanding of social order, a respect for the law and the rights of others, and a concern for the quality of life at home and abroad.

10. *develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups*

    This goal is related to social concord and individual enrichment. In Canada it includes regard for:
    a) the Native peoples;
    b) the English and French founding peoples;
    c) multiculturalism;
    d) national identity and unity.

11. *acquire skills and attitudes that will lead to satisfaction and productivity in the world of work*

    In addition to the appropriate academic, technical, and interpersonal skills, this goal relates to good work habits, flexibility, initiative, leadership, the ability to cope with stress, and regard for the dignity of work.

12. *develop respect for the environment and a commitment to the wise use of resources*

    This goal relates to a knowledgeable concern for the quality of the environment, the careful use of natural resources, and the humane treatment of living things.

13. *develop values related to personal, ethical, or religious beliefs and to the common welfare of society*

    Moral development in the school depends in part on a consideration of ethical principles and religious beliefs, a respect for the ideals held by others, and the identification of personal and societal values.*

* Ministry of Education, Ontario, *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements* (Toronto: Ministry of Education, Ontario, 1984), pp. 3–4.

Basic Principles

The introduction of students from other educational jurisdictions into the Intermediate and Senior Divisions of Ontario schools has three components:

1. welcoming the new students and their families;
2. determining the educational background, language proficiency, and academic achievement of the students;
3. making the most appropriate placement for the students.

Boards and schools should establish regular procedures for receiving, assessing, and placing new students, and should assign responsibility for co-ordinating, implementing, and monitoring these procedures to a specific staff member. This function is an ongoing one for the designated staff person because students arrive throughout the school year and special effort will be needed to integrate them into established classes.

Reception of Students and Their Families

A warm reception of the new students and their families is a vital first step because initial impressions are lasting. The reception should be undertaken by the staff member designated as the continuing contact for the students and their families. Effort expended in getting information about the background of the family and familiarizing them with the school system and community will contribute to their successful adjustment and initiate open and positive communication with the home.

To facilitate the interviewing and counselling sessions required for the reception and placement of students, the family's command of English should be ascertained and an interpreter arranged for, if required.

Initial Interview

At the initial interview (with an interpreter present, if necessary), information about the student can be compiled, and an informal assessment of the student's English proficiency made. Arrangements for further language and/or academic assessment can be made at this time. The responsibilities of the interviewer include:

1. eliciting background information about the student, including personal history, educational experience, interests, and aspirations. These data should be recorded and forwarded to the receiving teachers;
2. obtaining previous educational documents. Schools are referred to section 4.9 of *Ontario Schools, Intermediate and Senior Divisions* (OSIS) for guidance in granting equivalency credits. The Registrar Services Unit of the Ministry of Education can also provide assistance in the evaluation of documents from other jurisdictions. If no documents are available, schools should make every effort to determine, through information obtained from the student and his or her family, the educational background and the number of years of schooling completed;
3. sharing the following information with students and their parents:
   - a description of the Ontario school system, including information about technical, business, and academic programs, the levels of difficulty within these programs (basic, general, advanced), and the credit system;
   - a list of the programs available and descriptions of these programs;
   - a list of schools and locations;
   - a description of the support services available from the local board.

It is helpful to have this information available in printed form, in the languages needed.

The information leaflet or brochure should also point out that initial placement is tentative and subject to careful monitoring and possible revision by teachers and principals. Students and parents should be made aware that they, too, may initiate change by approaching teachers, guidance counsellors, and administrators.

Assessment of Students

The purpose of the assessment is to get further information about a student's educational background and to determine his or her language and academic proficiency, so that an appropriate program can be developed. If suitable personnel are available, an assessment of the student's first-language proficiency may be helpful in determining placement.

The initial assessment should be a process in which listening, speaking, reading, and writing competencies, and achievement in mathematics, are ascertained. Although the language skill areas are often separated for evaluative purposes, the teacher who is conducting the assessment should be aware of the integration and overlap of the skills.

Mathematics Assessment

Mathematics achievement gives a good indication of the educational background of students and their learning potential. Mathematics is often the most comfortable area for new students, who may find it easier to display competence with numbers than with the words of a new language. Thus, beginning the assessment with mathematics may reduce students' anxiety.

In co-operation with the Mathematics Department of the school or board, mathematics assessment tools should be developed that will enable accurate placement of students in a mathematics program.

Language Assessment

The assessment of students' oral skills in English begins with the initial interview. The interview is an appropriate assessment vehicle because it demonstrates the student's ability to meet the demands of everyday oral communication. The student can also be asked to:

– participate in a conversation;
– describe or discuss pictures;
– listen to and retell a story;
– explain a diagram or concept from a subject area in which he or she is knowledgeable.

The writing assessment is best done by asking students to write on topics within their range of experience. The results of the writing sample will give an indication of where to begin the reading assessment.

In order to assess reading ability, teachers can prepare pictorial and print materials at a variety of levels of difficulty, beginning with familiar signs and labels. They should select reading passages from materials that students might encounter in their future classes. Content should be such that students are likely to be familiar with it.

For each passage, teachers should develop open-ended questions that invite students to respond in their own way and comprehension questions that tap awareness of details, ability to make inferences, and understanding of words. The students should begin with passages on which they are likely to succeed and then progress to more difficult passages.

Placement of Students

In many cases, the results of the assessment will indicate that the student will be able to achieve success in regular classes and should be placed immediately in the appropriate grade and, at the secondary level, at the appropriate level of difficulty in the desired type of program. Some students, however, will require ESL/ESD instruction and must be placed in programs designed to meet these needs.

It is essential that initial placement of all students be tentative, with change readily available. Continual monitoring of a student's adjustment may reveal a need to alter the grade level, the subjects, the level of program difficulty, the type of program, or even the school. Students or their parents or guardians may initiate change by approaching teachers, guidance counsellors, or administrators, all of whom may also initiate change.

Grades 7 and 8

At the Grade 7 and 8 level, students should be placed with their age group.

When the information from the interview and the initial assessment is complete, an interview should be arranged with the student and the parents or guardians to share the results of the assessment and to discuss placement. Discussion should cover the subjects the student will be taking and the path the student will follow through the senior years of elementary school.

When the initial placement has been agreed on, arrangements should be made for the student to meet his or her new teacher(s). It is important that all the information about the student be shared with the teachers.

Particular care must be taken in monitoring the programs and progress of elementary school students, as the transition into secondary school must be made within a short time. Decisions about the level of program difficulty (basic, general, advanced) and appropriate options in Grade 9 must be made by the students, their parents or guardians, and the teacher(s). Therefore, careful recording of students' progress is important.

Grades 9 to 12

An interview should be arranged with the student and the parents or guardians to examine the results of the initial assessment and the evaluation of previous school documents. It will be necessary to review information about the Ontario school system, availability of programs, diploma requirements, and the student's aspirations. In some cases, the choice of a school may also have to be discussed.

In secondary schools, students may be placed in classes temporarily. The trial nature of the placement, however, must be made clear to the student, the parents, and the teachers involved, and the student's progress must be closely monitored.

Philosophy of Language Learning

ESL students in Grades 7 to 12 need many opportunities for interaction with peers and adults, both in and out of the classroom, in order to develop the varieties of English necessary for success in school and the community. Classroom involvement with other students in large groups, small groups, and pairs encourages language development. All teachers, not just ESL teachers, are responsible for the development of students' language competence.

The following language learning principles should govern ESL courses developed from this guideline:

1. The *whole language* approach should be adopted to develop the four basic communication skills – listening, speaking, reading, and writing.
2. Language should be developed from the student's own experience and should be regarded as a tool to express thoughts and feelings.
3. The ability to use language for practical purposes (requesting, inquiring, agreeing, inviting, etc.) should take precedence over grammatical correctness. Textbook exercises and pattern drills may be used for focusing on the forms of language, but functional language can best be developed by giving students the opportunity to use language for everyday purposes.
4. A spiral approach to language development should be taken, wherein language functions are presented throughout the courses in many different ways and at varying levels of difficulty.

Aims

Orientation

ESL courses should enable students to become active participants in their new environment by helping them to:
- adjust to and participate in all aspects of school life;
- gain knowledge of and participate in their community;
- see themselves and their ethnic community as having a rich and creative role to play in the development of the social fabric of their community;
- familiarize themselves with Canadian customs, people, institutions, geography, and history.

Angelski jako drugi jezik

Anglictina

अंग्रेज़ी

Language Development

ESL courses should provide opportunities for students to develop facility in English in the four basic language skills of listening, speaking, reading, and writing, so that they may:

– participate in all subject areas;
– participate in intramural and interschool programs, school clubs, and recreational activities;
– continue their education at a postsecondary level, if they want to;
– take up employment consistent with their abilities and interests.

Objectives

The primary purpose of all ESL courses is to give students the opportunity to develop the language skills and knowledge of the environment necessary for successful integration into the school and community. The objectives described in this section provide a framework for developing ESL courses for Grades 7 to 12 that will bring students from reception to full participation in the life of the school and the community. Regardless of whether a particular course is taught in an elementary school or a secondary school, its specific objectives should be based on the needs of the students.

The objectives for orientation and language development are outlined below. Some students will need all five secondary ESL credits to meet these objectives. Others, who have been in an elementary school or who have some facility in English when they enter an Ontario secondary school, may need only one or two credit courses. Teachers should vary their instructional strategies to meet the needs of each student.

Orientation

These objectives involve becoming acquainted with the new environment. As students explore their new communities and become familiar with Canadian institutions, the objectives should increase in complexity and sophistication.

In courses developed from this guideline, students will have opportunities to:

• *become oriented to the school*
– function in the school and understand all aspects of school routine and activities;
– understand the instructional methods, interactive programming, and evaluation procedures used in the school;
– understand the credit system and requirements for promotion;
– become aware of the academic and vocational opportunities available in Ontario;
– understand school policy with regard to race and ethnic relations;

• *become oriented to the community*
– become familiar with the geography of the local area;
– function in everyday situations in the community, making use of stores, post offices, banks, libraries, transportation systems, medical services, and newcomer support services;
– understand how to get help from a variety of school and community resources and agencies;

• *become oriented to Canadian society*
– understand basic facts about contemporary Canadian culture, e.g., the diversity of cultures, climate and seasons, holidays;
– appreciate the significance of some current events – local, national, and international – both as a member of Canadian society and as a citizen of the world;
– develop an understanding of the Canadian political system;

- develop sufficient understanding to interpret the media's presentation of Canadian society;
- understand the provisions of the Human Rights Code;
- learn how to seek assistance if their human rights are violated.

Language Development

Students need to become competent in English in listening, speaking, reading, and writing in order to be successful in the regular school program and to adjust to their new environment. It is necessary to provide students with varied, relevant, and linguistically rich experiences that will motivate them to communicate, to interact with others, and to become familiar with the Canadian cultural mosaic.

The four communication areas are separated here for purposes of curriculum design but must be integrated in the language program.

Listening Skills

These objectives are designed to develop students' ability to understand spoken English, so that they can participate fully in all aspects of school and community life.

In courses developed from this guideline, students will have opportunities to:

- *listen for academic purposes*
- understand key expressions needed to function in the school environment;
- understand and respond appropriately to statements, questions, and instructions;
- learn to make an accurate written record of oral instructions and messages;
- understand a variety of materials (live and recorded), with and without visual support, sufficiently to extract information, make inferences, make predictions, and understand the speaker's intent;
- develop the ability to take notes from extended discourse by teachers and peers;

- *listen for everyday living*
- understand speech over the telephone, on television and radio, and in interviews, group discussions, seminars, and lectures;
- understand the importance that stress, rhythm, and intonation play in conveying meaning in spoken English;
- interpret meaning from facial expressions, gestures, body movement, tone of voice, pauses, repetition, stress, and intonation;
- understand a variety of English speakers;
- understand the function of conversational gambits such as interrupters, fillers, closers;
- recognize idiomatic, colloquial, and vulgar expressions;
- understand and come to enjoy oral language in a variety of contexts.

Speaking Skills

Students need to develop their speaking skills sufficiently to be able to express their ideas, thoughts, and feelings with confidence and clarity in a variety of situations.

In courses developed from this guideline, students will have opportunities to:

- *speak for academic purposes*
- use language to function and "survive" in school;
- recognize and construct acceptable responses in class;
- participate in group discussions by responding to specific questions, requesting clarification, conveying information, offering opinions, expressing ideas and feelings;
- learn and use language for narration, persuasion, expression of opinion, instruction, explanation, description, questioning, reporting;
- participate in various speaking activities, such as seminars, short skits, role playing, presentations, plays, readings, interviews, and telephone calls (personal and business);

- *speak in everyday living*
- use language to function in and cope with everyday life;
- seek information, give directions and instructions, make requests, and respond in everyday situations, in person and on the telephone;
- speak English with acceptable pronunciation;
- develop appropriate non-verbal behaviour;
- select and use socially appropriate language and conversational gambits.

Reading Skills

Many students will have developed reading skills in their native language and will be able to transfer the skills to reading in English. Others who have had a limited or uneven educational background may have poorly developed reading skills or be unable to read at all in their native language; these students will require a language experience program that provides them with the opportunity to learn how to read. Suggestions for developing literacy programs can be found in part 4 of this guideline.

Reading materials for ESL students should:
- be selected from a wide variety of sources;
- reflect the cultural and experiential background of the students;
- be suited to the age and interests of the students;
- be contemporary and relevant.

In courses developed from this guideline, students will have opportunities to:

- *develop reading competence*
- recognize the Roman alphabet and its sounds;
- read *language experience stories* (personal stories that have been developed by the individual or the group) with confidence and comprehension;
- learn to use dictionaries, telephone directories, indexes, etc.;
- extract information from signs, maps, charts, graphs, advertisements, pictures, newspaper and magazine articles, etc.;

- determine the meaning of unfamiliar vocabulary by using context, prediction, and word analysis clues;
- recognize the main idea of a passage;
- make inferences and predictions, recognize intent, and draw conclusions;
- locate information efficiently by using techniques such as skimming and scanning;

- *read for a variety of purposes*
- read instructions (recipes, lab manuals, mathematics problems, tests, and examinations);
- read textbooks in the various subject areas and become familiar with language specific to those subjects;
- read national and international literature;
- read a variety of literary genres, including short stories, novels, drama, poetry, and essays;
- read for enjoyment;
- use school and public libraries to locate data for research.

Writing Skills

Writing assignments are most meaningful to students when they develop naturally from reading, from viewing a film, or from classroom discussion. Students will develop their expertise as writers by:
- engaging in prewriting activities (research, discussion, interviews, etc.);
- writing first drafts;
- discussing the first and subsequent drafts with peers and teachers;
- revising and refining;
- writing and editing a final copy;
- sharing their work with the teacher and their peers;
- maintaining a writing folder;
- publishing or displaying written work.

In courses developed from this guideline, students will have opportunities to:

- *develop competence in writing*
- become familiar with the Roman alphabet and writing conventions;
- copy language experience stories developed with others;
- write personal language experience stories;
- keep a journal to record events, observations, feelings, and opinions;
- produce writing that is structurally and grammatically acceptable;

- *write for a variety of purposes*
- write letters seeking and giving advice and information, for a variety of purposes and at various levels of formality;
- develop note-making and outlining techniques;
- employ common rhetorical devices such as listing, positioning in chronological order, and comparing and contrasting;
- write narrative, descriptive, expository, and argumentative passages of increasing complexity;
- write poems in a variety of forms;
- write factual research reports by investigating the topic, organizing the information, and presenting the findings in a format appropriate to the subject;
- respond in writing to literature.

Instructional Strategies

The learning of a new language is enhanced by exposure to a wide variety of learning experiences that stimulate and encourage language use. Because language is woven into the fabric of life, opportunities to develop it are everywhere. The ideas that follow are simply suggestions; schools should expand this list to accommodate the learners.

Orientation

All newly-arrived students need to learn some English as quickly as possible – enough to communicate basic needs and respond to simple requests and instructions.

Students should be provided with opportunities to:

- *become oriented to the school*
- walk around the school to locate classrooms, cafeteria, office, resource centre, etc.;
- practise using a combination lock;
- learn the routines associated with the daily life of the school (daily schedule, rules, code of behaviour, school calendar, etc.);
- become familiar with school personnel and subjects taught in the school;
- learn appropriate language for such requests as ordering in the cafeteria and asking for assistance;
- learn the school rules through role playing or other activities;
- interview staff and administration personnel to learn their role in the school;
- prepare a handbook for new students;
- write letters to friends about their new school;
- discuss the differences between the Ontario school system and the system of their home country (credits, promotion policy, timetable organization, school routines, school rules, methods of discipline, and expectations of teachers);

- *become oriented to the community*
- prepare maps of the surrounding neighbourhood;
- practise completing a variety of application forms (e.g., Social Insurance Number application, Ontario Health Insurance Plan application);
- visit community resources such as the local library;
- listen, either in class or in the community, to speakers representing various community organizations;

- *become oriented to Canadian society*
- use the local media to become familiar with current events;
- compare Canadian holidays and customs to those in their home country;
- learn about the electoral process by interviewing elected representatives and visiting local municipal offices or the Parliament Buildings.

Language Development

In selecting strategies to achieve the objectives for these courses, teachers should recognize that a range of linguistic skills is necessary for overall success in the Intermediate and Senior Divisions. In this section, some language development strategies are suggested. The language strategies are listed by the language skill areas of reading, writing, speaking, and listening, with the recognition that this is an artificial distinction that does not exist in classroom practice. The activities are listed in order of increasing complexity under each language skill area. Those listed first are most appropriate for beginning students; later activities are more appropriate for students at an advanced level of English proficiency.

Listening Skills

Students should be provided with opportunities to:
- listen to stories;
- respond physically to spoken requests such as ''Stand up'' and ''Raise your left hand'';
- listen to a list of words and identify those that fall into a particular category, e.g., colours, numbers, classroom objects;
- draw a picture according to a set of directions;
- trace a route to a destination on a map of the community by following spoken instructions;
- select a picture that corresponds with a spoken description;
- listen to a recorded interview and fill in the relevant information elicited in the interview (e.g., age, occupation, address) on a prepared form;

- listen to statements related to a topic under discussion and designate them as true or false, giving supporting evidence;
- paraphrase announcements made over the school PA system and identify the speaker;
- listen to newscasts and:
  a) count the number of news stories;
  b) list, in order, the stories presented;
  c) compare a news story with the same story in the daily paper;
- listen to radio weather reports or newscasts to find out specific information;
- listen to recorded telephone messages from places of business to find out:
  a) at what time a store opens;
  b) when a show starts;
  c) how much concert tickets cost;
- listen to recordings of written passages and make predictions about the outcome, inferences about the speakers, etc.;
- listen to popular songs and transcribe missing words or lines;
- listen to and question guest speakers (those who bring slides, artifacts, hobby materials, musical instruments, films, etc., are most appropriate);
- listen to lecture presentations and make notes.

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Speaking Skills

It is important to remember that some new students will need a long period of listening before they are sufficiently comfortable to produce oral language. Initially, fluency is more important than grammatical accuracy. Only errors that impede communication should be corrected; others can be noted and addressed later, during instructional periods.

Interaction with English-speaking peers and involvement in all phases of school life are of vital importance. In the classroom, small-group activities invite participation. In contrast, teacher-dominated discussions are not effective in the development of students' spoken language.

Students should be provided with opportunities to:
– learn "survival language" as their first speaking experience: name, address, greetings, etc.;
– give the names of activities mimed by other students (e.g., sewing on a button, shaving, putting on eye makeup, using a vending machine);
– practise short dialogues of immediate use in specific situations inside and outside the classroom;
– introduce a new classmate or visitor to the class;
– interview fellow students and members of the community on a variety of subjects;
– role play to learn the appropriate language and non-verbal behaviour to use when visiting the doctor, taking a prescription to a pharmacist, ordering a pizza, borrowing a book, inviting someone to a movie, etc.;
– work with classmates or peer tutors on a variety of learning activities;
– rehearse poems, choral reading, school cheers, jazz chants, etc.;
– interact with classroom visitors;
– confer regularly with teachers or peers;
– work with other students on collaborative or interactive computer software programs;
– act as a spokesperson for a group;
– participate in class presentations, informal debates, school assemblies, etc.

Reading Skills

Students who already know how to read in their native language will transfer this knowledge readily to the task of reading in English. Initially, readings should be related to the topics introduced in the orientation aspects of the program. Reading assignments should be preceded by activities such as oral discussion or the viewing of a film or video to prepare the students for the concepts and language they will encounter in their reading.

Students should be provided with opportunities to:
– participate in developing language experience stories as initial reading experiences;
– practise sequencing by assembling strip stories, comic strips, recipes, instructions, etc.;
– match headlines with news stories;
– summarize the content of a passage;
– listen to a variety of materials read aloud or taped;
– visit the school and city libraries and choose their own materials;
– keep a personal reading record or log;
– read a variety of materials, such as ads, recipes, newspapers, restaurant menus, timetables, catalogues, game instructions, maps, cereal boxes, cartoons, comics, crosswords, signs, pamphlets, plays, short stories, novels, textbooks, forms, student handbooks, examinations;
– read and respond in a personal way to appropriate literary selections.

Writing Skills

The approach to writing, as to the other communication skills, should centre on students' interests and life experiences as well as on skill development. Students can practise writing together as a class, or they can work individually, in pairs, or in small groups. Whenever possible, however, the teacher should strive for interaction among students so that they can draw on one another's experiences, knowledge, and vocabulary.

Students should be provided with opportunities to:

– keep a personal journal;
– contribute to school newsletters, yearbooks, etc.;
– write stories for younger children;
– write captions for pictures, filmstrips, cartoons;
– produce a regular classroom newscast and/or newspaper, taking turns at writing and reading weather reports, sports stories, newscasts, human interest stories, and announcements;
– write letters to fellow students, teachers, and other schools using proper letter form;
– use word processing programs to develop polished pieces of writing;
– use computer technology to exchange letters, stories, news, etc., with schools in other communities;
– respond to literature in a variety of ways, e.g., writing a letter to one of the characters, writing a book review, creating a script;
– keep a writing folder to demonstrate development in the writing process.

Rationale

Students who come to Ontario schools from other countries or communities bring with them varied backgrounds and a wide range of educational experiences. Some of these students may find themselves at a considerable disadvantage academically because they have not had the opportunity to attend school regularly. For them, opportunities must be provided to upgrade their skills and add to their knowledge in a variety of subject areas. Even those who attended school regularly in their home country may need one or two ESD courses to enable them to enter regular programs at a level commensurate with their potential.

Programs at the Grades 7 and 8 level should be offered to facilitate orientation and the development of language and academic skills. Some students may continue to require English Skills Development courses in secondary school.

In secondary schools, five courses for credit may be offered to allow students the time to develop the language and academic skills needed for successful integration into regular secondary programs. Some students will require all five credits because they will need instruction in basic literacy skills; others will require fewer credits because they already possess literacy skills and lack only the academic proficiency to integrate into the regular program. All students who take ESD courses will have the opportunity to gain confidence in themselves as learners, become oriented to the Ontario school system, and subsequently take courses at the level that will allow them to reach their full potential.

In addition to the courses developed from this guideline, courses in other subject areas should be developed for these students, following the suggestions given in part 5.

Identification of Students

Students who may require English Skills Development programs include:
– those who have recently entered Ontario schools from non-English-speaking countries and who have not acquired literacy skills in their first language but have some fluency in spoken English;
– those who have recently entered Ontario schools from English-speaking countries but who have not had the opportunity to attend school regularly in the past or have not yet achieved sufficient academic proficiency to integrate into the regular program at the level that will allow them to reach their full academic potential;
– those whose ancestors were the original people of Canada and who may need academic support to be successful in Ontario secondary schools.

Aims

Orientation

English Skills Development courses should provide students with opportunities to:
– adjust to and participate in all aspects of school life;
– learn about and participate in their community;
– see themselves and their ethnic community as having a rich and creative role to play in the development of the social fabric of their community;
– familiarize themselves with Canadian customs, people, institutions, geography, and history.

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Language Development

By providing opportunities for students to develop literacy skills and to learn the basic concepts in the major academic areas, English Skills Development courses should enable students to:
– participate in all subject areas;
– participate in intramural and interschool programs, school clubs, and recreational activities;
– continue their education at the postsecondary level if they want to;
– enter employment consistent with their abilities and interests.

Objectives

The following objectives are intended to provide a framework for the development of courses that will enable students in Grades 7 to 12 to participate in the life of the school and community. Within this framework, objectives for specific courses should be based on the needs of the students.

Orientation

Students from other countries and communities who enter Ontario schools in the Intermediate and Senior Divisions will require a period of time to become comfortable in their new environment. The orientation objectives listed in the ESL section are also appropriate for students in English Skills Development programs.

Language Development

Students who have had very limited formal education must be given the opportunity to develop basic literacy skills as a foundation for further learning. It is necessary to use the students' own experiences as a starting point for the development of literacy skills and to provide students with varied, relevant, and linguistically rich experiences that will motivate them to continue to develop their reading and writing skills. Of primary importance is the development of a positive attitude towards language as a vehicle for lifelong learning.

Reading, writing, and oral communication objectives are separated here for purposes of curriculum design but should be part of an integrated, whole-language approach in the classroom. This approach can best be implemented by giving students many opportunities to engage in interactive, participatory learning.

Reading Skills

In courses developed from this guideline, students will have opportunities to:
– recognize the Roman alphabet;
– read, with confidence and comprehension, language experience stories developed by the class;
– read personal language experience stories that have been dictated;
– develop a bank of sight words from co-operative and personal experience stories;
– listen to stories, being read live or on tape, while following the text;
– participate regularly in choral reading;
– become familiar with "environmental language" (signs, logos, labels, etc.);
– adopt reading strategies such as making inferences, predicting outcomes, and using context clues;
– develop and use the skills employed by efficient and effective readers (e.g., scanning, skimming, recognizing main ideas and supporting details, recognizing rhetorical devices);
– demonstrate the ability to detect bias, prejudice, illogical reasoning, and propaganda;
– become an independent reader through exposure to a wide variety of materials at an appropriate level of difficulty;
– make effective use of the resources in school and public libraries;
– read for enjoyment and information.

Writing Skills

Students at all levels of language proficiency will develop their expertise as writers by participating in the writing process (see the ESL section for details).

In courses developed from this guideline, students will have opportunities to:
- become familiar with the Roman alphabet and writing conventions;
- develop co-operative language experience stories;
- write language experience stories individually or in groups;
- keep a journal to record events, observations, feelings, and opinions;
- make notes of main points from oral presentations (these could be live presentations, taped materials, or television or radio broadcasts);
- make notes from texts and reference books;
- organize and paraphrase material from notes;
- write factual research reports, using illustrations, graphs or charts, headings, and a short bibliography;
- write narrative, descriptive, expository, and persuasive passages of increasing complexity.

Oral Communication Skills

In courses developed from this guideline, students will have opportunities to:
- interact with a partner or a small group in a variety of activities;
- participate with confidence and skill in large-group discussions;
- prepare and deliver presentations on a variety of topics;
- demonstrate an ability to select and use language appropriate to a given situation or purpose;
- participate in discussions of literature, using appropriate vocabulary.

Instructional Strategies

Students taking English Skills Development courses need support and encouragement. Teachers should be aware of the sensitivity of students who are trying to close gaps in their educational background and should provide them with a warm, accepting environment.

Orientation

Students taking ESD courses will need to learn all about their new school. The orientation strategies listed in the ESL section are equally appropriate for students in English Skills Development programs.

Language Development

The activities for developing language skills are listed in order of increasing complexity. Those listed first are most appropriate for students who are at the beginning stages of literacy.

Reading Skills

Students should be provided with opportunities to:
- match letters of the alphabet with a sample;
- match capital and small letters;
- copy letters from a model;
- arrange letters to match sample words;
- read personal information such as name, address, telephone number, Social Insurance Number;
- arrange letters with a partner according to spoken instructions, e.g., ''Put *B* under *C*'';
- fill in the blanks in a language experience story developed by the group or individual;
- match the beginnings and endings of sentences taken from a language experience story;
- number the sentences from a language experience story in the correct sequence;
- reassemble cut-up sentences from language experience stories;
- develop personal word lists;
- use picture dictionaries that are appropriate for the Intermediate/Senior Division;
- listen to stories, poems, and other appropriate material;
- learn poems, chants, rhymes, and songs by listening, and then read the written forms;
- classify known words into categories – fruits, vegetables, modes of transportation, items found in the home, etc.;
- increase familiarity with sight words by reading flash cards and making word lists;

– cut, classify, and label pictures from catalogues and magazines;
– match words and their meanings;
– view films or videos as an introduction to a topic;
– assemble strip stories;
– match the headlines with news stories;
– summarize the content of a passage after reading;
– visit the school and city libraries and become familiar with the procedure for borrowing books, records, and other materials;
– read a variety of materials, including ads, recipes, newspapers, restaurant menus, timetables, catalogues, game instructions, maps, cereal boxes, cartoons, comics, crosswords, signs, pamphlets, plays, short stories, novels, textbooks, forms, student handbooks, examinations;
– keep a reading record or log;
– read and respond to literature.

Writing Skills

Students should be provided with opportunities to:
– learn correct letter formation, both cursive and print;
– learn writing conventions (left to right; top to bottom of page);
– match upper- and lower-case print forms and upper- and lower-case script forms;
– learn to write the letters of the alphabet by tracing, copying, and writing from spoken dictation;
– combine letters into words for writing practice;
– learn the relative sizes and correct alignment and spacing of letters;
– write another student's name as he or she dictates it;
– learn capitalization and punctuation conventions in the context of the writing process;
– copy days of the week and months of the year to form a calendar;
– label pictures of familiar items: parts of the body, fruits and vegetables, etc.;
– fill out application forms, either teacher-made or from banks, libraries, post office, etc.;

– use substitution tables, containing the necessary components of a sentence, to practise composing sentences;
– practise transforming questions into simple answers;
– fill in the blanks using known vocabulary;
– participate in guided practice in sentence combining;
– write daily in a journal;
– write letters to, and stories for, fellow students, teachers, and others;
– write stories for younger children;
– write captions for pictures, filmstrips, cartoons;
– write announcements for use in class;
– produce a daily classroom newscast, taking turns at writing and reading weather reports, sports stories, and newscasts;
– keep a writing folder;
– use word processing programs to develop polished pieces of writing.

Oral Communication Skills

Students should be provided with opportunities to:
– listen to a variety of speakers invited to the class;
– participate in role playing;
– interview a variety of people and report to the class;
– work with classmates or peer tutors on a variety of co-operative learning activities;
– confer regularly with teachers or peers;
– work with classmates on collaborative or interactive computer software programs;
– act as a spokesperson for a group;
– participate in class presentations, informal debates, school assemblies, etc.

**Integration Into
Regular Classes**

In order to complete diploma requirements in secondary schools, all students must obtain credits in a variety of subject areas. Initially, participation in these subject classes may be difficult for new students, for a number of reasons. First, the language demands of the classes may be far greater than new students are able to cope with. Second, some students may never have studied certain subjects in their own countries and thus may lack the basic concepts in those areas. Third, some compulsory subjects, such as Canadian geography and history, will be totally unfamiliar to newcomers to Canada. When students first enter these classes, some accommodation will be required to ensure their success.

Participation in subject courses provides students with opportunities to increase their language learning, to become familiar with the subject content, and to be involved in more facets of school life. Physical education, art, music, geography, business, and technical subjects are examples of curriculum areas with enormous potential for language learning. Students who are not yet fully functional in English will need assistance from the teachers of these subjects in developing good work and safety habits and learning to use the vocabulary specific to the disciplines. In such courses, language is learned in the context of topics that can be demonstrated, described, and discussed.

The successful integration of students into the various subject areas depends on the participation and co-operation of all staff members. Teachers can facilitate the integration of a new student by receiving the student warmly and introducing him or her to the class, giving background information – where the student is from, previous school, and so on. It is also important to recognize the legitimate desire and need for students to use their native language in certain circumstances. English is being added to the language repertoire of the students, not replacing it.

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Instructional Strategies

Subject teachers whose classes include one or more new students should consider the following strategies:

– allow new students to audit the courses initially;
– make extensive use of chalkboards, overhead projectors, and other visual materials;
– organize the classroom so that students can interact with one another and assist one another in learning;
– provide instructional materials that are at the appropriate level of difficulty but still suitable for the student's age and maturity;
– encourage the use of bilingual dictionaries;
– include listening and viewing components in the units to be studied;
– ensure maximum participation by using co-operative learning strategies;
– arrange for learning partners to work with new students, and encourage partners to interact in class;
– use cross-cultural references and examples in all subject areas;
– keep explanations concise and relevant to the task;
– provide step-by-step instructions when lengthy directions are involved;
– provide practice in the language structures particular to the given subject area, e.g., the passive voice in science;
– show respect for the cultures of the new students by displaying materials that reflect their backgrounds;
– provide a wide variety of print materials – e.g., newspapers, magazines, novels, books of poetry, dictionaries, encyclopedias, pamphlets – at varying reading levels;
– invite speakers representing a variety of racial and cultural backgrounds who are pursuing a variety of careers in Canada;
– provide materials in other languages in the school resource centre;
– work co-operatively with teacher-librarians to plan units of work that will promote reading, improve research skills, and develop critical thinking in the various subject areas.

Evaluation Strategies

When students from other cultures first attend classes in regular subject areas, they may not have the linguistic capability to participate fully in these subjects. There is no purpose served by assigning low marks; doing so will only discourage the student. It is preferable to use the *NM* (No Mark) designation, as if the student were auditing the course, until it is clear that the student can succeed. When a student is capable of writing a test or an exam in a regular subject area, it may be necessary to modify procedures by:

– permitting the use of a dictionary;
– giving the student extra time;
– making allowances for spelling and grammatical errors;
– administering some part(s) of the test or exam orally, and allowing oral responses;
– permitting the student to write in an ESL classroom so that the ESL teacher can reword or explain questions.

Special Sections in Curriculum Areas

Schools with large numbers of new students may have the opportunity to provide special sections in certain subjects, such as English, science, history, or geography. As well, they may have the resources of ESL departments within the school to provide expertise and assistance to the other departments.

The main function of these special sections is to help the students gain the language skills, specialized vocabulary, and conceptual background necessary for them to study these subjects more successfully in the future. The range of special sections offered will depend on the school and its particular students. These credit courses should be prepared using this guideline and the appropriate guideline for each subject area. Whenever possible, teachers assigned to the classes should have qualifications in both the subject area and ESL. Teachers of special subject sections should adopt the instructional strategies described earlier in this part.

Language Courses From Other Guidelines

The five ESL credit courses developed from this guideline will facilitate language learning for most students. However, schools may wish to develop additional courses, to supplement the five ESL credit courses and provide additional language practice. Guidelines that could be used to develop the additional courses include English, dramatic arts, personal life management, and guidance.

It is also legitimate and appropriate to combine ESL with another subject area and offer fractional credits in both subjects. For example, a student might be awarded a half credit in geography and a half credit in ESL.

Peer Tutoring

Assistance may be provided to the new students by English-speaking peers, who can earn credits towards their secondary school diploma by tutoring. Much like workplace co-operative education, this arrangement involves, for the tutor, both a classroom component and a practicum. The classroom component includes instruction in language teaching methodology and language development strategies. The practicum consists of one-to-one tutoring of a student.

Peer tutoring benefits the tutor as well as the learner, because, in the process of organizing the content of a subject area and presenting it to a peer, the tutor's understanding of the subject and his or her own language development are enhanced.

Teachers should carefully monitor the tutoring process.

World-of-Work
Courses

World-of-work courses enable students to use community resources to extend and enrich their classroom experiences. The out-of-classroom component enables students to increase their language capabilities by participating in a real work environment and to learn about particular careers in which they might be employed in the future. The specific conditions for developing co-operative education credits are described in section 5.11 of OSIS.

The out-of-classroom component in a co-operative education course must be related to the in-class component and must be carefully monitored by the classroom teacher responsible for the course.

New students in the Intermediate and Senior Divisions can benefit from the opportunities provided by world-of-work courses – in particular, opportunities to:
– learn and use English in a work setting;
– work with others in a workplace;
– learn to be responsible, punctual, and reliable;
– observe modern technology in the work setting;
– understand the Canadian workplace.

Evaluation informs students of their progress and achievement, assists them in self-assessment, and should provide the motivation for them to continue learning. It is also a process that informs teachers of the program's effectiveness and of any adjustments needed in content, materials, strategies, resources, or assessment techniques.

Student Evaluation

The evaluation of growth in language learning must be continual and encouraging. Teachers should adjust their expectations in accordance with the length of time students have been in Canada, their previous educational experiences, and the amount of cultural adjustment required.

Diagnostic evaluation is appropriate in the initial assessment of newly arrived students but may also be used throughout the learning process.

Formative evaluation is conducted continually throughout a learning process. It serves to diagnose student strengths and weaknesses, to assess student progress, and to monitor the suitability of the program. It also helps the teacher to determine the effectiveness of the program's contents, methods, sequence, and pace. Formative evaluation should:
– provide the student with information about what has been learned;
– encourage further achievement;
– indicate to the student the language areas in which competence still has to be developed;
– provide parents or guardians with information regarding their child's progress.

Summative evaluation occurs at the end of a unit, activity, course, or program. Like formative evaluation, it is useful in determining student achievement and program effectiveness. Summative evaluation is appropriately used:
– to measure student achievement over a fixed period of time;
– as a basis for granting or withholding credits;
– as a source of data for parents/guardians and students;
– to determine the readiness of students for further ESL or ESD courses and/or regular programs.

Students should be familiarized with the evaluation techniques and the criteria to be used to determine their progress and achievement and should be involved in designing evaluation activities.

Techniques and Procedures

Accurate evaluation requires observation of a student over an extended period of time. It requires, in addition, use of a variety of techniques and information-gathering practices, such as the writing folder, class participation, small-group and pair participation, presentations, essays, reports, assignments, examinations, checklists, interviews, peer observation, self-evaluation, and conferences between teacher and student. Basing the evaluation on so many kinds of performance will help to ensure an accurate and fair assessment of the student's overall language proficiency.

To determine the final mark for a course, teachers should evaluate the student's achievement in relation to the objectives of the course. Emphasis should be on a student's overall language proficiency rather than on the specific components of language skills such as pronunciation or grammar. Teachers may wish to emphasize speaking and listening skills in evaluations in the first two ESL courses and in all courses offered at the basic level. In subsequent courses, more emphasis should be placed on the evaluation of reading and writing skills.

In calculating final student marks, teachers should weigh each activity according to the proportion of time allotted to it. It is expected that marks will be apportioned for the receptive activities of reading, listening, and viewing and for the productive activities of speaking, writing, and dramatizing. Such activities should be interactive and should include group work. Evaluation should take into account work and study habits.

Language study, which includes the exploration of standard usage and grammatical convention, should be allotted a maximum of from 10 to 15 per cent of the student's mark because some conscious knowledge of linguistic rules and syntactical relationships is useful. Limitation of the mark allocation to a maximum of 15 per cent of the total places a realistic limit on the use of classroom time for this type of activity.

In a Senior Division course, some twentieth century literature selected from at least three major literary genres or categories of literature is appropriate. Selections in literature can foster the development of reading, speaking, and writing in Senior Division courses by providing models of clear expression. Literature in translation is another excellent source of literary material for reading and study. The study of short stories, essays, and one-act plays can lead to meaningful oral and writing efforts that present valuable opportunities for formative and summative evaluation.

Summative tests or examinations, which may be oral or written or a combination of the two, should account for 10 to 25 per cent of the total mark. In written examinations, multiple choice questions should generally be avoided.

Program Evaluation

In program evaluation, the focus is usually not on student performance but on the ways in which the program might have influenced student performance. Program evaluation considers the objectives, content, teaching strategies, materials, and student performance in a particular course. Students, teachers, department heads, administrators, and parents can all provide perspectives on the strengths and weaknesses in the articulation of a course of study.

The following questionnaire outlines the various areas to be considered in evaluating an ESL or ESD program.

Evaluation Questionnaire

A. Objectives

1. Were the objectives of the course clearly stated?
2. Were the course objectives in keeping with the philosophy of this guideline?
3. Did the course help the students to develop and maintain confidence and a sense of self-worth?
4. Did the course enable each student to acquire the basic skills needed to continue his or her education?

B. Content

1. Did the units studied help students to understand and be more aware of their new environment?
2. To what extent was the difficulty of the content adjusted to suit the needs and backgrounds of the students?
3. What were some of the most productive activities? Least productive?
4. Were the choice and sequencing of topics appropriate?
5. Were students encouraged to share aspects of their culture with each other, to foster understanding?

C. Teaching Methods

1. To what degree were methods of instruction varied to match the needs and backgrounds of students?
2. Did the classroom environment encourage maximum student participation and interaction?
3. Were opportunities provided for students to experience various language models, i.e., to hear guest speakers, former students, and other staff members, live and on film or tape?
4. Were co-operative learning strategies (working in pairs, small groups, and large groups) employed?
5. Were activities carefully selected to provide opportunities for the development of all four language skills?
6. Did the activities encourage all students to participate, initially as observers and listeners, later as active participants?

D. Resources

1. Were materials that reflected the students' cultures available?
2. Were the print materials used at the appropriate reading and interest levels for the students?
3. Were a variety of non-print materials (tapes, maps, pictures, films, filmstrips, games, computer software, television, etc.) available to students?
4. Were field trips carefully planned to support the content of the program?
5. Were community members representing various cultures invited to contribute to the program as visitors?
6. Were the materials assessed for sexist, racial, ethnic, religious, and age bias before use?

E. Student Progress

1. Were accurate records kept of each student's work and participation throughout the course?

2. Was student placement reviewed regularly, and were changes in placement initiated when necessary?

3. Were parents and guardians kept informed of their children's progress and consulted whenever changes in program or placement were contemplated?

4. What communication took place between teachers, guidance counsellors, and subject teachers to monitor progress?

5. How many of the students eligible for a credit were granted the credit at each of the three levels of difficulty?

6. Were any follow-up activities undertaken with graduates to ascertain how the courses helped and how they could be improved?

7. Was extra help available for students who were no longer taking ESL or ESD credit courses?

英語作爲第二語言

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